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every seat in the ancient theater should command a view of all the stage business! The rest of the chapter is taken up with a discussion of the prologue, tragic irony, and soliloquies.

The reviewer feels that he has given a very inadequate account of this monumental book. Many of the excellent qualities cannot, obviously, receive the mention that they deserve. The many excellent illustrations and photographs have been referred to. Among other praiseworthy features is the appropriate quotation at the beginning of each chapter. Then too the inclusion of the complete bibliography in one footnote at the beginning of each chapter instead of scattering references in footnotes at the bottom of each page not only improves the appearance of the page but does away with constant distraction that one suffers from the presence of the ever-present reference.

Professor Flickinger has a thorough grasp of his material. Sound scholarship and keen judgment permeate the whole book. The style is clear and direct. The book is a large and unique contribution to the study of the Greek drama and theater and will add distinction to American scholarship.

KELLEY REES

REED COLLEGE

Course of Study in Latin and Latin-English, Junior-Senior High School. By FLORENCE E. HALE and HARRY P. STUDY. Neodesha, Kan.: Privately printed, 1918.

The coming of the junior high school within the last few years has given new impetus to the movement started some twenty years ago to begin instruction in Latin in the grades below the high school. The desirability of such an extension downward has long been recognized as far as pedagogical arguments are concerned, but administrative difficulties were in many school systems too great to be overcome. A committee appointed by the Classical Association of the Middle West and South four years ago found that some opportunities for the study of Latin in the grades had been provided up to that time in the public schools of about twenty-five of the larger cities of the United States, as well as in a considerably larger number of private schools. The experiment was found to have been most successful in those schools in which Latin had been offered as a substitute for formal English grammar, or where instruction in Latin and English had been closely correlated.

The problem of securing suitable textbooks or of working out a properly balanced course of study still remains a serious one for most teachers, though some fairly successful attempts have been made. The ordinary high-school Latin books for beginners have not proved satisfactory, and the few Latin books which have been prepared especially for seventh and eighth grades have stressed the Latin to the neglect of the English. The closest co-operation of the English and Latin departments is required for working out and putting

into successful operation a course combining the essential elements of English and Latin. Such co-operation evidently exists in the Neodesha schools. The publication of a very suggestive and helpful course of study in Latin-English is one result. The subject-matter of the three years of the junior high school includes the four topics: literature, grammar, linguistics (including spelling), and composition. The Latin grammar covered in the three years includes the topics usually given in the first year's work in high school. However, considerably more reading of easy Latin is provided for than is possible in the usual one-year course, and the pupil thus comes to the reading of Caesar much better prepared than one who begins his Latin in the high school. Meantime the pupil's ability to interpret English and to express himself in oral and written English has been greatly increased by his study of Latin, even if he never goes into the senior high school.

A detailed statement of the work covered in each of the four topics is given for the first two years, together with suggestions concerning methods of instruction, devices, reference books, reading-lists, etc. These will be found very helpful to the many teachers of Latin whose acquaintance with the teaching of seventh- and eighth-grade English is very slight.

A three-page introduction gives a very concise and convincing statement of the values claimed for the study of Latin.

W. L. CARR

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The New Testament Manuscripts. (In the Freer Collection.)

Part II, *The Washington Manuscript of the Epistles of Paul.*

By HENRY A. SANDERS. New York: Macmillan, 1918.

Pp. 251-315.

The text of the sixth-century manuscript of the Epistles of Paul, purchased by Mr. Charles L. Freer in Cairo in 1906, is now published in full with an introduction and a few excellent plates. While the manuscript is extremely fragmentary it presents an important ancient witness to the text. It is interesting to observe that the text is mainly of Westcott and Hort's-Neutral type. The work is handsomely printed and the text of the manuscript is made convenient for study.